

# Dominion and Creativity, part 1

Unification Thoughts, September 2022

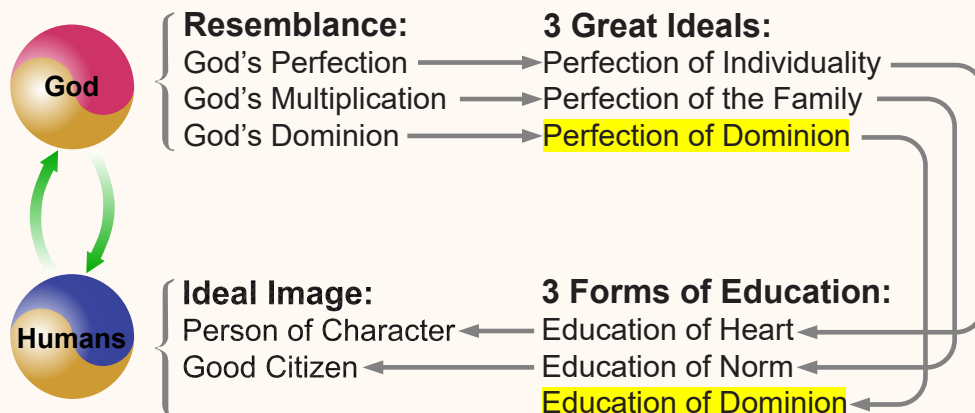
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## Welcome back

In case you're joining us for the first time, I'd invite you to read about the *purpose* and *focus* of this *Rearing Monarchs* series, of which this article is the 16<sup>th</sup>.<sup>1</sup>

## Where we left off and where we're going

Last time, we'd started looking into the development of the third major area of a child's education: their capacity to achieve "dominion", i.e., competence and even excellence in a field where their gift lies.<sup>2</sup>



*The purpose of education is to empower human beings to achieve resemblance to God's perfection, to God's nature of multiplication, and to God's nature of dominion.*

• *New Essentials of UT*, p. 249

We'd started by explaining three areas of training that provide the foundation for their development and ultimate accomplishment (see the [previous article](#)). This time, we will look specifically at the function of *creativity* in their achievement of dominion.<sup>3</sup>

## But first, one observation

I've sometimes noticed wonderful creativity and ability in our young people for different things—arts, music, entrepreneurship, psychology, sports, education, etc. So I hope that they'll identify their gifts, develop them and thereby fulfill their destinies as contributors to the new world (i.e., the "culture of heart"). However, it sometimes seems to me that they don't have a clear understanding and vision of *how* to develop or apply their abilities to make the greatest contribution and impact.

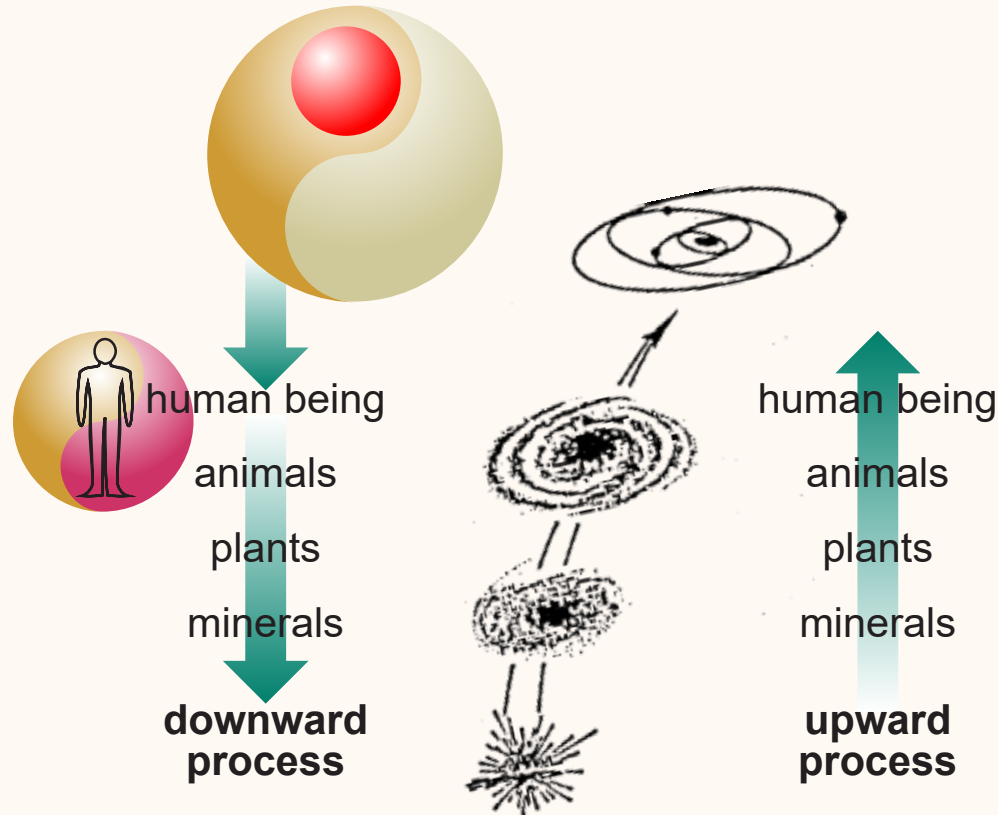
If through caring counsel, reflection and earnest prayer (their own and their elders), they sense their destiny in time, they can choose some field and prepare to acquire the skills they'll need to succeed in it. This study of skills and techniques corresponds

to what UT calls "technical education". To put it in the terms of Godism, this training can help them fulfill their capacity for dominion.

UT has some important practical guidance that could help us better guide our young ones, so that's what I'd like to present in this and succeeding articles. The areas I'd like to touch on are: the original standard of creativity, education's role, the starting point of creativity, the motivation and purpose of creativity, the creator's mindset and the creator's individuality. Here, we'll start with where creativity comes from, what education's role is, and the starting point of creativity.

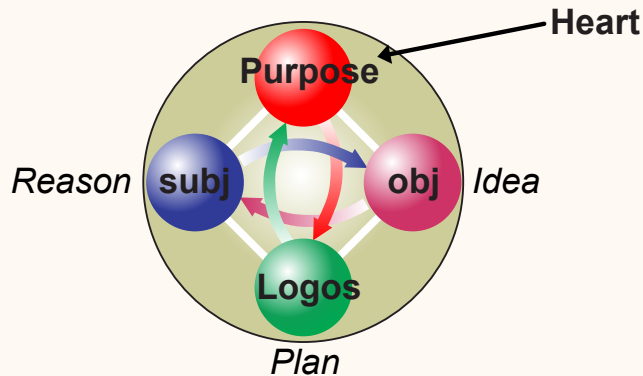
## The Origin of Creativity

In [our article a year ago](#), we'd explained the original creative process. Without repeating that entire explanation, the short version is that a clear and powerful purpose arose within God's heart and so the universe was first *conceived* and then secondly, the universe began to be *created*. This second part of the creative process is known to have started with the Big Bang about 14 billion years ago. Here's the figure from that article which summarizes the process:



*The "downward" process of conception and the "upward" process of creation*

Delving further into the process of conceiving an idea, UT explains that the purpose that arises in the heart drives mental creative activity. This activity is an interaction between the reasoning (subject) part of the mind and its object counterpart. Reasoning is enabled by *intellect*, *emotion* and *will*; the object part contains what reason works with: *concepts*, *laws*, and mathematical *principles*. The interaction produces first an *idea*, and also a corresponding *plan* for building out this idea. That process looks like this:



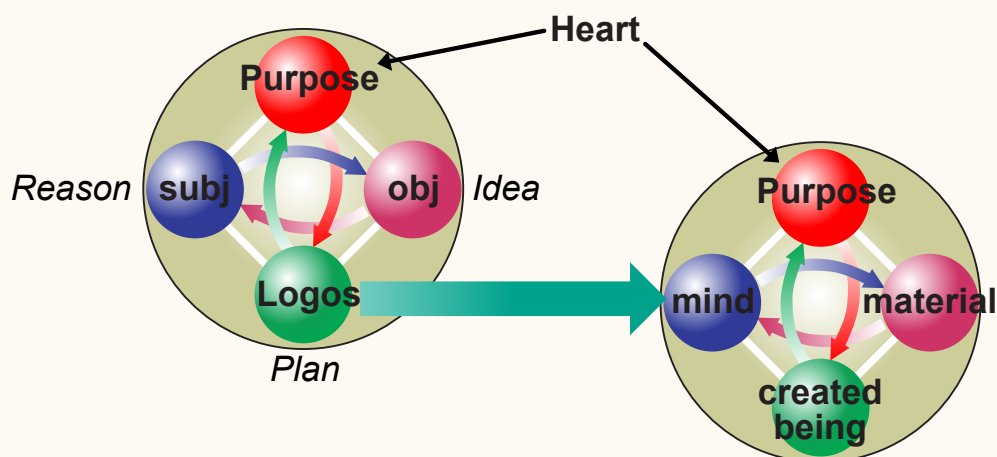
*The "flow" from Heart, to purpose, to design, to plan*

The design process is outlined in this small example:

"Once the Purpose for creating something—such as a bird—is formed by Heart... God thinks... 'How can I realize the idea of a bird? What color should it be? What should the shape and structure of the feathers be like? How should the bones and muscles be constructed?' Next, He makes a specific plan for creating the bird. Seeing the plan, He feels with His emotion, 'It is not good,' or 'It is fine.' If the plan is unsatisfactory, He corrects it. Then He decides, with His will, to realize the plan..."

• *Explaining UT, p. 35*

So then, with this plan in mind, materials are gathered and arranged until the idea is finally manifested. The completed process is represented like this:



*The flow continues from idea and plan until it is actually realized.<sup>4</sup>*

Considering this creative process, it should become apparent why the three [areas of education](#) mentioned in the previous article are essential during a child's growth. *Intellectual* education enriches a child's creative imagination with wider ranges of possibility. UT puts it this way:

"(The 1st stage) refers to one's ability to form a logos, or to construct a plan. In order to develop a logos, one must acquire a great deal of knowledge through intellectual education.... The more knowledge (information) one obtains, the richer and deeper one's ideas become."

• *New Essentials of UT, p. 261–2*

Technical education provides training in the practical skills they'd need to bring a fine idea to fruition:

"(The 2nd stage) refers to one's ability ... to substantiate ideas through the use of tools and materials... in other words, the development of skills... Here, technical education is required."

• *New Essentials of UT, p. 261–2*

Physical education of course supports the health and well-being they'll depend on throughout their life.

One other quick example that I have very direct experience of—along with some intense visceral and unforgettable memories—was the *Good Go* fishing boats that Father Moon designed and had built for tuna-fishing off the Grand Banks in Massachusetts. His overall *purpose* was to solve hunger in the world; one part of this much greater *plan* was to create a superior boat for catching tuna and training youth; and so the *Good Go* fishing boats were *conceived, created* and refined. They remain in my memory as sea-worthy things of purpose and beauty.

## Education's role in creativity

Creativity is an essential part of dominion, so let's start by looking at the role that creativity plays in attaining it. UT explains:

"...the purpose of an education of dominion is to become well-versed in the various methods of developing one's creativity. Creativity is inborn; everyone is naturally endowed with a creative potentiality. An education of dominion, however, is necessary in order to actually manifest it."

• *New Essentials of UT, p. 261*

This is a very important position for a parent and grandparent to understand: that *everyone* possesses creative potential!<sup>5</sup> It provides parents and grandparents with the extraordinary certainty that their own child has inborn creative potential and that—if they can only help the child identify it—they can pursue the most appropriate educational path.

## A mind-altering understanding

For me, as a student of creative arts for nine years in high school and college, this next perspective of UT altered my understanding of the nature of creativity. Like my peers, I held the common notion that creativity was most essentially about *self-expression*. The techniques and skills we tried to master were meant to facilitate that. Decades later, based on personal observation, I suspect that idea still prevails among many of our young adults. But shortly after graduation, I found Godism and it offered this invaluable insight to me:

"In its original meaning, creativity must be based on love. This means that, in order to control the natural world, science must be conducted on the basis of values. To date, however, values have been disregarded in the development of the sciences."

And another:

“Human creativity is what God gave to human beings in accordance with the law of resemblance. Originally, human beings should have inherited God’s creativity (DP , 43, 67, 167), and human creativity should have resembled God’s creativity completely.”

• *New Essentials of UT, p. 34*

Reflecting on the preceding diagrams of the creative process, please note that it all begins in the *heart*—because that’s where desire and purpose originate. *It’s the heart that must drive original creativity.* UT puts it this way:

“God’s creation was neither accidental nor spontaneous. It was accomplished based on an irrepressible, inevitable motive with a clear and purposeful intention. This may be called the theory of creation motivated by Heart or, simply, the Heart Motivation Theory.”

• *New Essentials of UT, p. 33*

If our young ones could learn to practice their creativity in this manner, we can project how they’d gradually nurture the habit of intentionally, generously approaching whatever they’d create. In response to their creative impulse, they’d carefully work out their ideas, thinking earnestly to imagine something beautiful and fine. And then they’d build with care, effort and sincerity, to produce things of real value. And it wouldn’t be just for self-expression, but for the enjoyment of others, just as it was in the Original creative process; this kind of expansive and generous heart would be expressed in all areas of human creativity and dominion.<sup>6</sup>

## Conclusion

To recap then, our children’s and grandchildren’s creativity is a *divine gift*. Humanity possesses it to such a degree that it distinguishes us from other created things and places them in our hands. It’s not to be abused nor taken lightly. It warrants deep reflection:

“Then, why did God want to give His creativity to human beings? It was in order to bless human beings as the lords of creation (DP , 78), and to give to them the qualification to enjoy dominion over all things (DP , 67, 78). ...Original dominion means to utilize things creatively, with a heart of love, in various activities, including cultivation, manufacturing, production, reforming, construction, invention, safekeeping, transportation, storage, artistic activity, and so on. Religious and political activities are also included, since material things and economic concerns are indispensable in these activities as well. New creative ideas, as well as love, are requisites for human beings to deal with things. In other words, God’s creativity is required for the original dominion of things by human beings.”

• *New Essentials of UT, p. 34–35*

In the next articles, we will continue looking into this beautiful gift of divine creativity. Specifically, we'll look into Godism's remarkable insights on the original *purpose* behind creativity and how it can elevate our children's and grandchildren's understanding and practice.



## Endnotes

1. This series' purpose is to offer the perspective of Unification Thought on raising our grandchildren. Our basic premises come from 1) the [Realms of True Love](#)—in which Father and Mother Moon explain the *five* realms of divine love—and 2) the [Three Great Kingships](#)—which inspires the title of this series. If you take a look at those two links, you'll at least understand the *perspective* of the preceding 15 articles, if not the details.
2. Just in case you feel put off by the word "dominion" please [take a look at the previous article](#) to better understand what it means.
3. Unification Thought goes into some depth to explain that originally, humans inherit the "[divine character](#)" of *Heart, Logos and Creativity*. (*New Essentials of UT*, p. 164–172)
4. This process of transformation from the immaterial world to the physical one is far beyond the scope of this article. However, UT does outline the metaphysics of it in the [Theory of the Original Image](#).
5. This remarkable and unique position of Godism was treated in the [sixth article](#) of this series.
6. Though I'd not gone into it, I perceive that Father and Mother Moon honor the original creative process in the projects they create—I've some personal experiences in projects like CARP, ICUS, Paragon House, UTS and the Ocean Providence for example. (To be sure, I didn't always see them in *execution*, but I saw them clearly in *intention*. That's common in large organizations—it's hard to replicate the vision and ability of a founder.) I'd expect that you could identify these concepts behind the some of the projects you were involved in.



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Gerry Servito was appointed by Dr. Sang Hun Lee to the *Art and Culture* section of USA's Unification Thought Institute. Currently, he's Senior Teaching Fellow of [RIIWI](#). He found Unification Thought after spending college looking into philosophy (esp. [existentialism](#)), the [Gita](#), and doing transcendental meditation. He was very grateful to find a spiritual path that pursues not only centered mind-body unity, but a 2nd and even a 3rd Blessing—all for the greater purpose!

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